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Summer 2012 *Teaching and Assessing Limited English Proficient Students* Syllabus
Teaching and Assessing Limited English Proficient Students for Montana Educators
June 25, 2012 – July 27, 2012

Teaching and Assessing Limited English Proficient (LEP) Students is part of a series of online professional development opportunities offered by the Montana Office of Public Instruction.

- The purpose of this course is to increase understanding of teaching Limited English Proficient students in Montana and to help participants come to a better understanding of the tools available through the WIDA Consortium. WIDA is a consortium of 27 states working to advance academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

- This course is designed to help teachers learn how to apply the WIDA/Montana English Language Development standards to their classroom instruction and how to implement new approaches for teaching Limited English Proficient students in Montana. In addition, participants will review some of the research base on English language acquisition, will focus on the attributes of effective teaching and assessment of LEP students, and will learn ways to implement these strategies and techniques effectively in the classroom.

Course Objectives
Upon completion of this course, participants will be able to:
- Demonstrate a greater understanding of who Limited English Proficient students are and what academic and interpersonal English is and the difference between the two
- Utilize the English Language Development standards and the Can-Do Descriptors to effectively plan content-area lessons focused on the development of academic English language skills in LEP students
- Demonstrate familiarity with the WIDA assessment tools adopted for use by the state of Montana in order to diagnose academic language and literacy skills and plan for effective instruction
- Describe classroom practices that facilitate access to curriculum in all content areas for students with Limited English Proficiency, from both a legal and an educational perspective

Course Text
- Access to Academics: Planning Instruction for K-12 Classrooms with ELLs, Joy L. Egbert and Gisela Ernst-Slavit, 2010, Allyn & Bacon Resource for Teaching English Language Learners. The Office of Public Instruction will provide copies of the text to Montana educators while supplies last.
- Other articles or course materials may be included at a later date.

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities
to ensure that all students meet today's challenges and tomorrow's opportunities.

Professional Learning Communities (PLCs)

- This course is divided into five one-week sessions which each include readings, webinar viewings, posting to an asynchronous online discussion board and participation in Professional Learning Community discussions at a designated time. These PLCs are scheduled to occur four out of the five weeks of the course for a maximum of 1.5 hours at times that are convenient for participants.
- The PLCs will be facilitated online.
  - The platform for the course is Adobe Connect, which is supported by the Office of Public Instruction.
  - In order for participants to connect and listen to the sessions, they must have speakers and the Adobe Flash Player, which is already installed on 98% of computers today. If you do not have it on your computer, it may be downloaded for free here: http://get.adobe.com/flashplayer/.
  - To participate in the learning communities, participants will need microphones. The Office of Public Instruction has a limited supply of microphones to lend to participants. Information on the microphones will be provided in follow-up emails prior to class beginning.
  - Technical support will be provided so that each participant or group will be able to participate fully in the discussion via technology.
  - After registration for the course, instructions for accessing the online discussions will be sent to registrants.

Assignments:

1. **Weekly reading assignments and webinar viewing**
2. **Learning synthesis written responses –** Every week, participants will post a short reflection on their learning that is related to at least one of the reading assignments on the discussion board online (http://teachinglepstudents.wordpress.com). In addition, participants are highly encouraged to respond to the ideas raised in *at least one* other post by a classmate. In these learning synthesis responses, you can identify ideas, language, concepts and terms that are new or challenging to you; you can explain what you value about the reading(s), connecting to ideas discussed in class or with your colleagues in the field; and /or you can discuss the relevance to your practice as an educator and school leader. These learning synthesis responses, while brief, will serve as an anchor for our Professional Learning Community discussions. Reflection questions in the Course Outline part of this syllabus serve as suggested jumping-off points for reflection although it is not required that you answer these questions specifically in your learning synthesis response.
3. **Design a lesson plan using the English Language Development standards and incorporating both language and content objectives for your classroom / content area. If you are not a classroom teacher, develop a memo for a school leader outlining and recommending best practices in teaching and assessing English Language Learners for your school community to adopt.**
4. **Action Planning –** At the end of the course, you will identify the "next steps" you will take to improve the academic language development for your Limited English Proficient students.
5. **Optional: Participate in or offer input for the statewide Stakeholder group meeting in Helena on August 1-2, 2012.** More information forthcoming.

Credits and Renewal Units:
Audience: Individual educators, teams of educators, pre-service teachers, curriculum specialists, or other school personnel. Participants are expected to have regular access to computers and proficiency with email and current web-browsers.

The class may be taken for graduate credits or renewal units or neither. During registration for the class, you will have the opportunity to choose credits or renewal units. Please note 588 courses are intended as Professional Development for practicing teachers and cannot be applied toward credit requirements for graduate degree programs.

The class may be taken for 2 graduate credits. The approximate price is $135. Information for registration for graduate credit can be obtained from the OPI Assessment Division staff. The course requirements for for-credit students are listed below. The expectation is that you will complete assignments and course activities that are worth a maximum of 75 points. The distribution of these points across class activities and due dates are identified below. The criteria for grading are provided after the table.

Alternately, the class may be taken for 30 renewal units. Information on validation of participation for renewal units can be obtained from OPI Assessment Division staff. If you are taking this course for OPI Renewal Units, the number of RUs associated with each activity is displayed in the table below.

Activity / Assignment	Due Date	Points / Renewal Units possible
Online Professional Learning Community discussions	Weekly (except for the week of July 4th) – 4 weeks total	24 points (6 pts/week) 12 Renewal Units (3 RUs/week)
Learning synthesis written response & threaded discussion involvement	Weekly – 5 weeks total	25 points (5 pts/week) 10 Renewal Units (2 RUs/week)
Project: Differentiated Lesson Plan	7/27/12	23 points 7 Renewal Units
Action Planning: Share on the discussion board the "next steps" you have identified to improve the academic language development for Limited English Proficient students.	7/23/12 – due by last PLC	3 points 1 Renewal Unit
Optional Stakeholder meeting, Helena, MT	8/1 – 8/2/12	All participants will receive Renewal Units for their participation (RUs to be determined)

Grading: The total points associated with final grades are as follows:

		B+	65-67	C+	58-59	D+	50-51		
A	71-75	B	62-64	C	55-57	D	47-49	F	0-44
A-	68-70	B-	60-61	C-	52-54	D-	45-46		

Class Personnel
- Therese Tucker, OPI Assessment Specialist, will facilitate the learning communities
- Don Bouchard, WIDA Trainer, will present webinar materials
- Lynn Hinch, OPI Bilingual Specialist
- Judy Snow, OPI Assessment Director

COURSE OUTLINE

Dates	Topic	Content / Readings / Video	Reflection Questions / **Assignments**

Unit 1	*1. Who are ELLs and what are the characteristics of ELLs?*
	2. What is Academic Language and how does it impact Limited English Proficient students?
		Introduction and Overview of Academic Language Proficiency
		View:
		1. English Language Learners & Academic Language (Part 1)
		2. Academic Language: Social & Cultural Aspects (Part 2)
		3. Academic Language and English Language Learners (Colorín Colorado webcast http://www.colorincolorado.org/powerpoint/Academic_Language.ppt)
		
		Read:
		1. Egbert, J., & Ernst-Slavit, G. (2010). Access to Academics: Planning Instruction for K-12 Classrooms with ELLs
		  • Chapter 1: Academic Success: Learning the language of school
		  • Chapter 2: The role of language proficiency in school
		
		2. McLaughlin, B. (1992) *Myths and misconceptions about second language learning: what every teacher needs to unlearn.* Educational Practice Report: 5 (http://www.cal.org/resources/digest/myths.html)
			• What myths and misconceptions about second language learning did you need to unlearn?
			• What is your understanding of Academic language? How is your understanding evolving? Do you see the need to develop academic language in all of your students?
			• How is your teaching cognitively demanding and context reduced?
			• **See if you can find out how many ELL / LEP students you have in your school**
			• **Post a short self-introduction under "Let's Get to Know Each Other" on the class website**

Week 1	*Learning Community*	*Facilitated Discussion of Week One Readings & Webinars*	*Weekly written response to be posted by 7/2/12* *Please post on the Week 1 Learning Synthesis Response page*

Unit 2	*1. How does a student develop academic language proficiency?*
	2. How can we use academic language in the classroom to help LEP students?
	3. What tools and tasks help us differentiate so all our students meet our learning objectives?
		English Language Development Standards
		View:
		1. Academic Language: Classroom Applications (Part 3)
		2. English Language Development Standards Framework (Part 1)
		3. English Language Development Standards Tools (Part 2)
		
		Read:
		1. Egbert, J., & Ernst-Slavit, G. (2010). Access to Academics: Planning Instruction for K-12 Classrooms with ELLs
		  • Chapter 4: Writing and teaching to language objectives
		  • Chapter 6: Designing Engaging Tasks
		2. At least one of the WIDA CAN-DO Descriptor Booklets (depending on your grade level)
			• How does what you currently do in your classroom compare with the ideas presented this week?
			• What new or additional teaching strategies can you envision incorporating into your classroom? What support do you think you will need?
			• **Begin designing a lesson plan using the ELD standards and other resources with both language and**

		Optional further reading and resources: 1. Echevarria, J., Vogt, M., & Short, D. (2003). Making Content Comprehensible for English Language Learners: The SIOP Model, Second Edition. SIOP Cheat Sheet, Allyn & Bacon. Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002. 2. WIDA Resource Guide to ELP Standards: RG9 – RG33 3. ELD Standards: http://www.opi.mt.gov/pdf/Assessment/ELP/11NovELPStandards_Abbrev.pdf	**content objectives.**
Week 2	*Learning Community*	*No Learning Community Discussion this week – Happy 4th of July!*	***Weekly written response to be posted by 7/9/12*** ***Please post on the Week 2 Learning Synthesis Response page***
Unit 3	*1. How do we measure a student's academic language proficiency level?* *2. How can these assessments inform our instruction?*	*The ACCESS for ELLs Summative Assessment* View: • Summative Academic Language Assessment for ELLs • Applications of ACCESS for ELLs Read: 1. Egbert, J., & Ernst-Slavit, G. (2010). Access to Academics: Planning Instruction for K-12 Classrooms with ELLs • Chapter 3: Assessing student strengths and needs • Chapter 7: Assessing lessons and students 2. WIDA Resource Guide to ELP Standards: RG9 – RG33 3. Scan WIDA: ACCESS for ELLs Score Interpretation Report	• Based on what you have read, what ways can you better assess your students' strengths and needs? How can you embed assessment in your lessons too? • **Continue honing your lesson plan by trading plans with a classmate this week. Consider how they will assess if their students have met the language and content objectives of the lesson and provide feedback.**
Week 3		*Facilitated Discussion of Week Two Readings & Webinars*	***Weekly written response to be posted by 7/16/12*** ***Please post on the Week 3 Learning Synthesis Response page***
Unit 4	*1. What classroom practices best assist LEP students in their academic language development?* *2. What tools and tasks help us differentiate so all our*	*Applying the ELD Standards to the Mainstream Classroom* View: • English Language Performance Definitions Applications for ELLs • CAN DO Descriptors and Model Performance Indicators for ELLs Read: 1.Egbert, J., & Ernst-Slavit, G. (2010). Access to Academics: Planning Instruction for K-12 Classrooms with ELLs	• Identify 3-5 strategies and techniques that you have acquired through this course that you plan to implement in your class. How will you work to develop your students' academic language development?

	students meet our learning objectives?	• Chapter 12: Putting it all together • CHOOSE ONE (or more): Chapter 8, 9, 10 or 11: Unlocking the language of Science, Mathematics, English Language Arts, or Social Studies 2. WIDA Resource Guide to ELP Standards: RG33 – RG59 3. WIDA Focus on Differentiation (March 2012): http://wida.us/get.aspx?id=526	• How will you incorporate explicit instruction of the language of schooling in your classroom? • **Reference the CAN-DO Descriptors and MPIs for your lesson. Create your own Performance Indicator(s) based on the MPIs for your lesson.**
Week 4	*Learning Community*	*Facilitated Discussion of Week Four Readings & Webinars*	***Weekly written response to be posted by 7/23/12*** ***Please post on the Week 4 Learning Synthesis Response page***
Week 5	*1. What legal responsibilities do I have to my LEP students?* *2. How can I assist my school community in developing the academic language of current LEP students and also in assisting when a newcomer arrives?*	View: • Recommendations for Instruction of Adolescent Newcomers PPT http://www.ncela.gwu.edu/files/webinars/7/adolescentnewcomers09.pdf • Graphic Organizers that Build Good Literacy Habits for Native American ELs: http://www.ncela.gwu.edu/webinars/event/30 OR • Engaging Native American Youth in Learning: http://www.ncela.gwu.edu/webinars/event/33 Read: 1. Egbert, J., & Ernst-Slavit, G. (2010). Access to Academic: Planning Instruction for K-12 Classrooms with ELLs • Chapter 5: Connecting to students' lives 2. "What Do We Do Now? CESA 10 Guide for Small Districts Enrolling ELLs & "Here's How You Can Help ELLs on the First Day" from Wisconsin DOE (http://www.cesa10.k12.wi.us/upload/document/18/survivalguide.pdf) 3. OPI Guidance for Participation of ELLs // Legal Requirements for Serving Students with Limited English Proficiency *draft*	• We have only scratched the surface, what questions do you have left? • When a newcomer enrolls at your school, what suggestions will you make to assist the student and their teacher with the transition? • What recommendations will you make to your colleagues and administration to better serve the LEP students in your district? • **Optional stakeholder meeting (August 1-2, 2012, Helena, MT) – offer input or attend** • ***Lesson plan due on or before July 27, 2012***
Week 5	*Learning Community*	*Facilitated Discussion of Week Five Readings*	***Action Plan due by last PLC. Please post on the Action Plan page***

Other Resources for further learning:

- **WIDA**: http://www.wida.us – 27 state consortium that has developed the English Language Development Standards for Montana, as well as the ACCESS for ELLs assessment & provides professional development for teachers on academic language.
- **Northwest Regional Educational Laboratory**: What Teachers Should Know About Instructing ELLs (November 2008) – handy resource guide for mainstream teachers.
- **Colorín Colorado webcasts** (http://www.colorincolorado.org/webcasts/) – As part of the Reading Rocket's Professional Development Webcast series, Colorín Colorado offers programs featuring experts who study English language learners (ELLs).
- **Stanford University's Understanding Language** series (http://ell.stanford.edu/) – Open source teaching resources that support language development related to the Common Core and the English Language Development standards
- **What Works Clearinghouse on English Language Learners** (http://ies.ed.gov/ncee/wwc/topic.aspx?sid=6) – Research on effectiveness of interventions for Reading, English language and Math achievement for English Language Learners
- **National Clearinghouse for English Language Acquisition:** www.ncela.gwu.edu – Federal Grants, Data & Demographics, Professional Development, etc. Special focus on teaching Native American ELs.